EXHIBIT A

United States Medical Licensing Examination® (USMLE®)

REQUEST FOR TEST ACCOMMODATIONS

Use this form if you are requesting accommodations on USMLE for the firming

The National Board of Medical Examiners® (NBME®) processes requests for test accommodations on behalf of the USMLE program

If you have a documented disability covered under the Americans with Disabilities Act (ADA), you must notify the USMLE in writing each time you apply for a Step examination for which you require test accommodations. Submitting this form constitutes your official notification.

- Review the USMLE Guidelines for Test Accommodations at www.usmle.org for a detailed description of how to document a need for accommodation.
- Complete all sections of this request form and submit it together with all required documentation at the same time you submit your Step exam application.
- Incomplete, illegible, or unsigned request forms and/or insufficient supporting documentation will delay processing of your request.
- Do not send originals. Please retain the originals of all documentation that you submit as we are unable to return submissions or provide duplicate copies to third parties.
- · Submitting duplicate and/or bound documentation may delay processing of your request.
- NBME will acknowledge receipt of your request by e-mail and audit your submission for completeness. If
 you do not receive an e-mail acknowledgement within a few days of submitting your request, please
 contact Disability Services at 215-590-9700. You may be asked to submit additional documentation to
 complete your request.
- Requests are processed in the order in which they are received. Allow at least 60 days for processing of
 your request. Processing cannot begin until sufficient information is received by NBME and your Step
 exam registration is complete.
- The outcome of our review will not be released via telephone. All official communications regarding your
 request will be made in writing. If you wish to modify or withdraw a request for test accommodations,
 contact Disability Services by e-mail at disabilityservices@nbine.org or by telephone at 215-590-9700.

You MUST provide supporting documentation verifying your current functional impairment.

- In order to document your need for accommodation, submit the following with this form:
- A <u>personal statement</u> describing your disability and its impact on your daily life and educational functioning.
- Supporting documentation such as psychoeducational evaluations; medical records; copies of report
 cards, academic and score transcripts; faculty or supervisor feedback; job performance evaluations;
 clerkship/clinical course evaluations; verification of prior academic/test accommodations; etc.
- A complete and comprehensive evaluation. Reports from qualified professionals must be typewritten on letterhead, signed and include the professional's qualifications.

Section A: Exam Information		
Place a check next to the examination(s accommodations: (Check all that apply)		d and requesting test
□ Step 1		
Step 2 CK (Clinical Knowledge)		
☐ Step 2 CS (Clinical Skills)		
☐ Step 3		
Section B: Biographical Information Please type or print.	n	
B1. Name: Messenger	Bryan	W
Last	First	Middle Initial
B3. Date of Birth: _ B4. USMLE # 0 _ 9 4 3 _ 2 0 7 B5. Address: 1113 Magnolla Lane	- 1 (required)	
Street Branchburg	New Jersey	08876
City	State/Province	Zip/Postal Code
Country 385-329-6781		
Daytime Telephone Number		
Alternate Telephone Number messenger.bryan@gmail.com		
E-mail address		
B6. Medical School Name: St. George	e's University	



Date of Medical School Graduation: 5/16

Country of Medical School: Grenada

Section C: Accommodations Inform						
C1. Do you require wheelchair access a If yes, and you require an adjustable hei the bottom of the table to the floor:	at the examination facility? Yes No ght computer table, indicate the number of inches required from					
C2. Describe the accommodation(s) you are requesting. Accommodations must be appropriate to the impairment within the context of the examination task and setting:						
CZ CL LONIVONEL S A						
C3. Check ONLY ONE box for the ex	am(s) for which you are registered.					
STEP 1: Additional Break Time Additional break time over 1 day	Additional Testing Time ☐ 25% Additional test time (Time and 1/4) over 2 days					
☐ Additional break time over 2 days	☐ 50% Additional test time (Time and 1/2) over 2 days					
	☐ 100% Additional test time (Double time) over 2 days					
☐ Additional break time and 50% Add	itional test time (Time and 1/2) over 2 days					
STEP 2 CK:						
Additional Break Time	Additional Testing Time					
☐ Additional break time over 2 days	25% Additional test time (Time and 1/4) over 2 days					
	50% Additional test time (Time and 1/2) over 2 days					
and the second second	100% Additional test time (Double time) over 2 days					
☐ Additional break time and 50% Add	litional test time (Time and 1/2) over 2 days					
STEP 3:						
Additional Break Time Additional break time over 4 days	Additional Testing Time 25% Additional test time (Time and 1/4) over 3 days					
	☐ 50% Additional test time (Time and 1/2) over 4 days					
	☐ 100% Additional test time (Double time) over 5 days					
Additional break time and 50% Add	itional test time (Time and 1/2) over 4 days					
	equesting for each section of Step 2 CS (i.e., patient encounter, tional time, state the <u>amount</u> of additional time you require in					
minutes per encounter/note.						

Section D: Information About Your Impairment

D1. Check the box that best describes the nature of your impairment and list the year it was first diagnosed by a qualified professional. Check only those for which you are requesting accommodations.

Attach a signed and dated personal statemen impact on daily life. Narratives should not be personal statement is your opportunity to tell us	confined to standardized test performance. The how your physical or mental impairment(s) major life activity. In your own words, discuss how
D3. Personal Statement	
Reading Disorder	
	oses for which you are requesting accommodations:
na III	
Other Impairment (specify)	
Other (specify):	
 Depression/Mood Disorder Attention Deficit/Hyperactivity Disorder)
☐ Anxiety Disorder	
Psychiatric	
Other (specify):	
☐ Neurological	
☐ Mobility/motor☐ Endocrine	
Physical	
Other (specify)	
☐ Receptive ☐ Other (specify):	
☐ Expressive	
Language	
Other (specify):	
☐ Mathematics	
☐ Writing	
Reading	
Learning	
Other (specify):	
☐ Vision	
☐ Hearing	Tear first diagnosed

Accom Request Form (2014)

Section E: Accommodation History

STANDARDIZED EXAMINATIONS

E1. List accommodations you received for all standardized examinations such as college, graduate and professional school admissions tests and professional licensure and certification examinations. If no accommodations were provided, write NONE.

Attach copies of official documentation from each testing agency confirming the test accommodations they provided.

Attached a copy of your official examination score report(s).

	DATE(S) ADMINISTERED	ACCOMMO PROV	
□ SAT®, ACT®			
□ MCAT®			
□ GRE®			
□ GMAT®			
□ LSAT [®] □ DAT [®]			
COMLEX®	-		
	(s)		
POSTSECONDARY	EDUCATION		
E2. List each school a	and all formal accommodati	ions you receive/received, and	the dates
E2. List each school accommodations were Attach copies of	and all formal accommodati e provided:	ions you receive/received, and school(s) listed confirming the	Α.
accommodations were	and all formal accommodate provided: official records from the s	school(s) listed confirming the	e accommodations they
E2. List each school accommodations were Attach copies of	and all formal accommodate provided: official records from the s		Α.
E2. List each school accommodations were Attach copies of	and all formal accommodate e provided: official records from the s	school(s) listed confirming the	e accommodations they DATES
E2. List each school accommodations were Attach copies of provided.	and all formal accommodate provided: official records from the s	school(s) listed confirming the ACCOMMODATIONS PROVIDED	DATES PROVIDED
E2. List each school accommodations were Attach copies of provided. Medical/Graduate/	and all formal accommodate provided: official records from the s	school(s) listed confirming the ACCOMMODATIONS PROVIDED	DATES PROVIDED
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E2. List each school accommodations were Attach copies of provided. Medical/Graduate/	and all formal accommodate provided: official records from the s	school(s) listed confirming the ACCOMMODATIONS PROVIDED	DATES PROVIDED
E2. List each school accommodations were accommodations were Attach copies of provided. Medical/Graduate/ Professional School Undergraduate School	and all formal accommodate provided: official records from the s SCHOOL St. George's University	ACCOMMODATIONS PROVIDED Double time	DATES PROVIDED
E2. List each school accommodations were Attach copies of provided. Medical/Graduate/ Professional School Undergraduate School E3. Certification of	and all formal accommodate provided: official records from the s SCHOOL St. George's University Prior Test Accommodation	ACCOMMODATIONS PROVIDED Double time	DATES PROVIDED Jan 2012- present

Accom Request Form (2014)

Accommodations form available at www.usmle.org.

PRIMARY AND SECONDARY SCHOOL

E4. List each school and all formal accommodations you received, and the dates accommodations were provided:

Attach copies of official records from the school(s) listed confirming the accommodations they provided.

	SCHOOL	ACCOMMODATIONS PROVIDED	PROVIDED
High School			
Middle School			
Elementary School			
			IVE

Section F: Certification and Authorization

Bryan Messenger

To the best of my knowledge and belief, the information recorded on this request form is true and accurate. I understand that my request for accommodations, including this form and all supporting documentation, must be received by the NBME sufficiently in advance of my anticipated test date in order to provide adequate time to evaluate and process my request.

I acknowledge and agree that any information submitted by me or on my behalf may be used by the USMLE program for the following purposes:

- Evaluating my eligibility for accommodations. When appropriate, my information may be disclosed to qualified independent reviewers for this purpose.
- Conducting research. Any disclosure of my information by the USMLE program will not contain
 information that could be used to identify me individually; information that is presented in research
 publications will be reported only in the aggregate.

I authorize the National Board of Medical Examiners (NBME) to contact the entities identified in this request form, and the professionals identified in the documentation I am submitting in connection with it, to obtain further information. I authorize such entities and professionals to provide NBME with all requested further information.

I further understand that the USMLE reserves the right to take action, as described in the Bulletin of Information (see "Indeterminate Scores and Irregular Behavior"), if it determines that false information or false statements have been presented on this request form or in connection with my request for test accommodations.

Name (print):	By Messey-	Date: 11/13/2015
orginator	0	
Accom Request For	7004	Page 6

What to Submit

- ✓ Legible copies of all documents, not originals
- ✓ Typewritten and signed letters and reports from professionals on their letterhead
- ✓ Complete reports with all pages including test scores
- ✓ All documents in English. You are responsible for providing certified English translations of all non-English documentation
- ✓ Childhood records if your request is based on a developmental disorder (e.g., LD, dyslexia, ADHD)
- ✓ Official transcripts and standardized test score reports
- ✓ Documentation beyond self-report of your functional impairment
- ✓ Documentation of your functional impairment in activities other than test-taking

What NOT to Submit

- * Original documents
- * Handwritten or unsigned letters from physicians or evaluators
- * Copies of reports with redactions or missing pages
- * Multiple copies of documentation (i.e., faxed and mailed copies of a document)
- Duplicate documentation previously submitted to Disability Services
- * Previous correspondence from Disability Services
- * Research articles, your résumé or curriculum vita
- * Staples, binders, page protectors, folders, or similar items

Mail, fax or e-mail (as a pdf) your completed request form and supporting documents to the address below at the same time you submit your Step examination application.

Disability Services
National Board of Medical Examiners
3750 Market Street
Philadelphia, PA 19104-3190
Telephones (215) 590, 9700

Telephone: (215) 590-9700 Facsimile: (215) 590-9422

E-mail: disabilityservices@nbme.org

Accom Request Form (2014) Page 7

I have always had a difficult time with reading. In fact, I didn't even learn to read until I was in the second grade. My teacher never noticed because I covered it up by being her "helper." I was always helping others complete their homework, thus diverting attention from myself. I didn't like to read, and I always tried to avoid it whenever I could. I knew I wasn't good at it, but I just thought that it was because I didn't like it. Once I was discovered, I was placed in remedial English classes. I went through Jr. High and High school thinking I was "dumb." It would take me 2-3 times longer than my peers to write essays and papers and read assignments. And even then, I did not score well.

In my undergrad program I, of course, tried my hardest and used as many resources as I could for help. I would seek help from the library's peer tutors for every paper I had to write until I married my wife who was an English minor, and then she was able to help me. I always took advantage of the allotted time I was given for my tests, and would work up until time was out. I couldn't understand why I understood the concepts I was learning almost perfectly, but could only achieve a "B" on the exams. I even tutored friends in subjects such as chemistry and physics. They would get "A's" on their exams, and I would continue to get "B's." It was quite frustrating, but I just felt like I must not have been as smart as I thought – or a bad test taker.

It wasn't until I was teaching at a trade school in the medical department, that all of the pieces of the puzzle came together. A group of individuals visited the faculty to demonstrate how to look for signs of dyslexia in our own students, I realized that I could identify with all of the signs myself. Three months later, I was tested for a reading disability. One month after that, I began medical school at SGU.

While at SGU, I received "double time" accommodations for my written exams, but I was afraid to use them completely... knowing I couldn't get double time on my NBME practice exams, and I was also unsure if I would qualify for accommodations for the STEP. I sought help from many of my instructors and professors during my first two years of study, but still continued to score in the average/below average range. During my clinical rotations I have found it very easy to help and communicate with my patients. I feel as though I have been a positive asset to the teams I have worked with. I have a strong bedside manner, and scored well on the STEP 2 CS exam. However, when it comes to taking the SHELF exams, I am always reminded of how difficult it is for me to assimilate the information in the questions. My knowledge is there, but I take longer than the average student to process what is actually being asked of me, and many times, because I am in a hurry, I misinterpret the question.

The best way I know how to explain it is my ability to read and understand information is extremely slow. Once I have the information in my head, I can recognize it, use it, and apply it. Unfortunately, it takes quite some time for me to process the information initially.

1693876 0-943-207-1 Updated Personal Statemen

138 Ewing Street Princeton, NJ 08540

Margaret G. Tuttle, Director Lisa P. Kestler, Ph.D., Diagnostician Phone: (609) 647-2456 dyslexiaprinceton@verizon.net

Bryan Messenger

Client ID # 410-15-1103 Date of assessment: 11/02/2015

Date of Birth:

Grade (years.months): 19.3

Age:

33 years months

Academic Potential: In the above-average range

DIAGNOSIS: Moderate-Severe Dyseidetic Dyslexia / Mild-Moderate Dysphonetic Dyslexia

DYSLEXIA DETERMINATION	2
INTERPRETATION OF WAIS-IV RESULTS	3
DECODING/ENCODING	5
ORAL READING	6
SUMMARY OF ACADEMIC ACHIEVEMENT (WIAT-III) RESULTS	7
PHONOLOGICAL PROCESSING	8
VISUAL-MOTOR INTEGRATION	9
TEST OF INFORMATION PROCESSING SKILLS	10
SUMMARY	12
TABLE OF STANDARD AND PERCENTILE SCORES	12
CLIENT HISTORY	13
BEHAVIORAL OBSERVATIONS	., 15
SUMMARY OF RESULTS	16
RECOMMENDATIONS	17
Appendix A. WAIS-IV Score Summary	18
Appendix B. WIAT-III Score Summary	21
Appendix C. CLASSIFICATIONS OF SCORES ON STANDARDIZED TESTS	26



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DYSLEXIA LEVELS AND TYPES

There are four levels of dyslexia. From the least-severe level to the most severe, they are: Problematic, Mild, Moderate, and Severe.

Dyseidetic dyslexia is a reduced ability to perceive whole words for instantaneous reading and spelling, despite the word having been seen on repeated occasions.

Dysphonetic dyslexia is a reduced ability to integrate symbols and sounds, resulting in difficulty developing and using word attack skills to decode single, unknown words.

DYSLEXIA DETERMINATION

Assessment results indicate that Bryan has Moderate-Severe Dyseidetic Dyslexia / Mild-Moderate Dysphonetic Dyslexia.

Bryan Messenger Client ID # 410-15-1103 Date of Test: 11/02/2015 2

138 Ewing Street Princeton, NJ 08540

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INTERPRETATION OF WAIS-IV RESULTS

General Intellectual Ability

Bryan was administered 10 subtests of the Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV). His composite scores are derived from these subtest scores. The Full Scale IQ (FSIQ) composite score is derived from 10 subtest scores and is considered the most representative estimate of global intellectual functioning. Bryan's general cognitive ability is within the superior range of intellectual functioning, as measured by the FSIQ. His overall thinking and reasoning abilities exceed those of approximately 96% of individuals his age (FSIQ = 126; 95% confidence interval = 121-130). Bryan may find it easy to keep up with his peers on most tasks that require thinking and reasoning abilities. Bryan's verbal and nonverbal reasoning abilities are in the superior range. He performed slightly better on nonverbal than on verbal reasoning tasks, but there is no meaningful difference between Bryan's ability to reason with and without the use of words.

Bryan's Verbal Comprehension Index (VCI) score, which measures verbal reasoning, comprehension and conceptualization abilities, is in the superior range. His performance was better than approximately 93 out of 100 individuals in his age group.

On the Perceptual Reasoning Index (PRI), which measures the ability to reason without words and to organize information visually, Bryan scored in the superior range. His performance was better than approximately 97 out of 100 individuals in his age group.

Bryan's Working Memory Index (WMI) score, an indication of information processing, attention, and concentration abilities, was in the superior range. He performed better than approximately 95 out of 100 individuals in his age group.

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On the Processing Speed Index (PSI), a measure of mental processing and graphomotor (handwriting) speed, Bryan scored in the average range. His performance was better than approximately 50 out of 100 individuals in his age group.

On the General Ability Index (GAI), which is a summary score of VCI and PRI, Bryan scored in the very superior range. His performance was better than approximately 98 out of 100 individuals in his age group.

Composite Score Summary

Scale	Sum of Scaled Scores	Comp		Percentile Rank	95% Conf. Interval	Qualitative Description
Verbal Comprehension	42	VCI	122	93	115-127	Superior
Perceptual Reasoning	45	PRI	129	97	121-134	Superior
Working Memory	29	WMI	125	95	117-130	Superior
Processing Speed	20	PS1	100	50	92-108	Average
Full Scale	136	FSIQ	126	96	121-130	Superior
General Ability	87	GAI	130	98	124-134	Very Superior

Confidence Intervals are based on the Overall Average SEMs.

Charts and tables for WAIS-IV composite score profiles, subtest profiles, discrepancy analyses, and subtest score summaries are provided at the end of the report.

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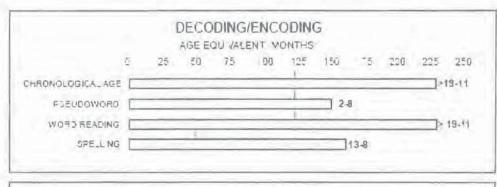
DECODING/ENCODING

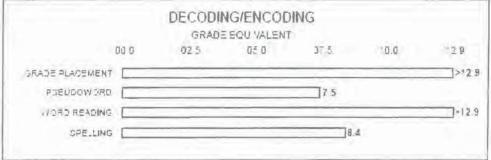
Decoding is the process of reading words. Encoding refers to the process of translating spoken words into written symbols-in other words, spelling. Decoding and encoding subtests From the Wechsler Individual Achievement Test - Third Edition (WIAT-III) are used to evaluate an individual's ability to read and spell individual words, one at a time.

- The Pseudoword Decoding subtest uses nonsense words to measure the ability to decode unfamiliar words using phonics rules.
- The Word Reading subtest measures the ability to read real words accurately.
- The Spelling subtest measures the ability to spell letter sounds and real words.

Bryan's scores are shown below.

	Percentiles
Pseudoword Decoding	23
Word Reading	34
Spelling	23





Bryan Messenger Client ID # 410-15-1103 Date of Test: 11/02/2015 5

138 Ewing Street Princeton, NJ 08540

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ORAL READING

Oral reading fluency is the ability to read text quickly, accurately, automatically, and with understanding. The Gray Oral Reading Tests (GORT- 5) provide a measure of reading fluency, based upon the accuracy and speed with which connected text is read aloud, and also a measure of oral reading comprehension.

Bryan's scores are shown below.

			READING QUIVALENT			
	0.00	03.9	07.8	11.7	15.6	19.5
GRADE PLACEMENT	1			1	>12.9	
RATE		4.0				
ACCURACY	C	5.2				
FLUENCY		4.4				
COMPREHENSION			7.0			

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SUMMARY OF ACADEMIC ACHIEVEMENT (WIAT-III) RESULTS

Additional *WIAT-III* subtests were administered to Bryan in order to document his current level of academic achievement in other subjects, in addition to reading and spelling subtests that are described in more detail above. A summary of Bryan's scores is shown below and in a table at the end of the report. Descriptive classifications for scores on the *WIAT-III* are slightly different than for other tests, with Average scores between 85 and 115. Bryan's overall Total Achievement Composite score of 107 (95% confidence interval = 104 - 110) was in the Average range, in the 68^{th} percentile compared to same-age peers. His performance on tasks involving Mathematics was Above Average, in the 97^{th} percentile. His performance on all other tests, including Oral Language skills, Reading, Written Expression, and Math Fluency, were in the Average range.

Composite Score Summary

Composite	Standard Score	95% Confidence Interval	Percentile Rank	Qualitative Description
Oral Language	112	105-119	79	Average
Total Reading	87	82-92	19	Average
Basic Reading	90	85-95	25	Average
Reading Comprehension and Fluency	87	79-95	19	Average
Written Expression	103	96-110	58	Average
Mathematics	128	123-133	97	Above Average
Math Fluency	106	99-113	66	Average
Total Achievement	107	104-110	68	Average

Additional charts and tables for WIAT-III composite score profiles, subtest score profiles, discrepancy analyses, and subtest score summaries are included at the end of the report.

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PHONOLOGICAL PROCESSING

The Comprehensive Test of Phonological Processing (CTOPP) is a test of an individual's ability to use the sound structure of oral language, especially as it relates to mastery of written language.

The Elision subtest measures the ability to remove phonological segments from spoken words in order to form other words. The Blending Words subtest measures the ability to put sounds together to form words. A deficit in this area is a critical indicator of, and aspect of, dyslexia.

The Memory for Digits subtest measures the ability to repeat a sequence of numbers accurately, and the Nonword Repetition subtest measures the ability to repeat nonsense words accurately. A deficit in this area affects the ability to decode unknown, multi-syllable words.

Bryan's scores are shown below.

	Phonolog	ical Proces	ssing		
	Grade E	qu valent Score	98		
00 C	02.6	04 0	05.5	07.4	>09.7
Grade Placement					>9.
Eliston					>9.
Blenoing Words					>9.
Memory for Digits	2.4				
Nor word Repetation		3.7			

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VISUAL-MOTOR INTEGRATION

The Beery-Buktenica Developmental Test of Visual-Motor Integration (Beery VMI) is a test of how well an individual is able to coordinate visual and motor abilities.

The VMI subtest measures visual-motor integration, which is the ability to perceive visual information and reproduce it by means of finger-hand movements. This ability affects the capacity to write; to copy work from textbooks, reference materials, or the chalkboard; to line up math problems; and to perform other writing tasks.

The supplemental Visual Perception subtest measures the ability to make sense of what is being seen. Visual perception is the ability to discern directionality and orientation, as well as to discriminate among fine details. Visual perception affects one's ability to recognize the similarities and differences in written words.

Bryan's scored in the average range at the 58th percentile on the VMI, indicating that his visual-motor coordination is adequately developed for his age. Bryan's score on the Visual Perception subtest was somewhat lower, in the 30th percentile, but still within the average range. However, given Bryan's extremely well-developed perceptual reasoning, evidenced by his WAIS-IV PRI score of 129 (97th percentile), there is a meaningful discrepancy with his ability perceive visual information on a test that does not involve reasoning. Bryan is able to reason using visual information at a very high level despite having relatively weak skills in visual perception. This pattern of scores is consistent with his relatively lower score on the WAIS-IV Processing Speed Index (PSI = 100, 50th percentile), which measures speed of visual perception with minimal reasoning demands.

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TEST OF INFORMATION PROCESSING SKILLS

The Test of Information Processing Skills (TIPS) provides a measure of skills related to acquiring, storing, and processing information. It measures ordered and unordered recall in both the visual and auditory modalities. Its subtests measure short-term memory, working memory following verbal interference tasks, and delayed recall of auditory information. A summary of Bryan's test scores appears below.

es

	Percentil
Visual Ordered	50
Visual Unordered	68
Visual Modality	61
Auditory Ordered	37
Auditory Unordered	42
Auditory Modality	37
Delayed Recall	91

On the current test, Bryan's overall score for visual memory processing is in the average range and for auditory memory processing it is in the average range.

Analysis of the scores helps us to understand how Bryan acquires and retrieves information when learning: when seeing, listening, and reading.

The results of the current test indicate that Bryan does not have a preference in learning modality. The difference between the visual and auditory modality scores is not statistically significant, indicating that Bryan is likely to learn equally well through either visual or auditory means.

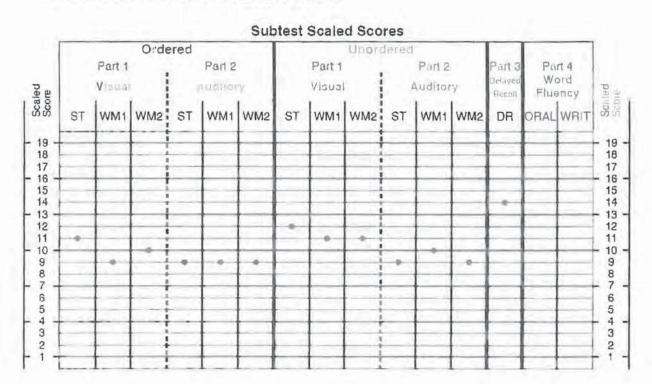
The delayed recall score measures the ability to recall and retrieve information over time, giving an indication of Bryan's ability to retain learned information for later use. Bryan's delayed recall score on the current test is in the above average range.

A comparison of the ordered and unordered scores within each modality gives an indication of Bryan's ability to maintain correct sequential order when processing, storing, and retrieving information. The results of the current test indicate there is not a significant difference between ordered and unordered recall in the visual modality, and there is not a significant difference between ordered and unordered recall in the auditory modality.

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TEST OF INFORMATION PROCESSING SKILLS



	Mei	mory In	dex	
	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	sual		litory
	Ord	Unord	Ord	Unord
ST	6	8	5	5
WM1	3	7	1	5
WM2	2	8	2	5

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SUMMARY

DIAGNOSIS: Moderate-Severe Dyseidetic / Mild-Moderate Dysphonetic Dyslexia

Phonological Awareness Weakness / Deficit	YES	NO		
Phonological Memory Weakness / Deficit	YES	NO		
Visual-Motor Integration Weakness / Deficit	YES	NO		
Visual Perception Weakness / Deficit	YES	NO		
Short-Term Memory Capacity Weakness / Defice	cit YES	NO	Visual Au	iditory
Visual Modality Processing Weakness / Defic	it YES	NO		
Auditory Modality Processing Weakness / Deficit	YES	NO		
Sequential Ordering Weakness / Deficit	YES	NO	Visual Au	ditory
Delayed Recall (Auditory) Weakness / Deficit	YES	NO		
Pseudoword Decoding Level	BELO	W AT	ABOVE	Grade Level
Word Reading Level	BELO	W AT	ABOVE	Grade Level
Spelling Level	BELO	W AT	ABOVE	Grade Level

TABLE OF STANDARD AND	Standard Score	Percentile Score
PERCENTILE SCORES	(Mean = 100; Stand	dard Deviation = 15)
Wechsler Individual Achievement		
Test - 3rd Edition (WIAT-III)		
Pseudoword Decoding	89	23
Word Reading	94	34
Spelling	89	23
Beery VMI - 6th Edition		
Visual-Motor Integration	103	58
Visual Perception	92	30
Test of Information Processing Skills (TIPS)		
Visual Ordered	100	50
Visual Unordered	107	68
Visual Modality	104	61
Auditory Ordered	95	37
Auditory Unordered	97	42
Auditory Modality	95	37
Delayed Recall	120	91

Bryan Messenger Client ID # 410-15-1103 Date of Test: 11/02/2015 12

138 Ewing Street Princeton, NJ 08540

Margaret G. Tuttle, Director Lisa P. Kestler, Ph.D., Diagnostician Phone: (609) 647-2456 dyslexiaprinceton@verizon.net

CLIENT HISTORY

Referral reason:

Bryan is a 33 year-old Caucasian male who is completing medical school at St. George's University, and currently applying for residency programs in Pediatrics. He is seeking a re-evaluation to document a history of specific learning disability in reading, so that he can apply for accommodations on the United States Medical Licensing Examination.

Medical history:

Bryan has had vision testing administered in the fall of 2011 with results indicating he has astigmatism. Bryan was prescribed glasses to be worn when reading, doing computer work, and night driving. Bryan has not had his hearing evaluated, but notes that it has never been a problem.

Bryan has a history of moderately severe ear infections that began when he was 18 months old. Bryan broke his collar bone when he was 11 months old, his left wrist when he was 6 years old, and his right wrist when he was 12 years old.

Educational history:

Bryan recalls having trouble learning letter names in kindergarten and letter sounds in 1st grade. Bryan displays difficulty with reading and spelling skills. Bryan rates his performance in reading, handwriting, and spelling as below average. Bryan received resource services in elementary and junior high school. He did not pursue a re-evaluation for disability services in high school or college, but he states that he had to work very hard to get through school and did not know why he struggled. After college, he had difficulty getting acceptance to medical school due to low MCAT scores. In Bible study, his wife noticed that he had an unusual way of reading, making large errors in pronunciation and often reading words that were entirely different than what was on the page. Bryan's wife encouraged him to get tested to determine if he had dyslexia.

Bryan was previously tested in December 2011 by Dr. Edward Martinelli of Utah TestEd, and given a diagnosis of Reading Disorder. The prior evaluation concluded that Bryan has well developed cognitive abilities, with scores ranging mostly from High Average to Very Superior. He demonstrated significant personal weakness, however, in processing speed, which was in the Average range.

The results of the evaluation in 2011, along with his history of receiving services in grade school, allowed him to receive accommodations with the Office of Disability Services at St. George's University Medical School in Grenada. Bryan reports that being given double time on exams was extremely helpful for him in medical school, and allowed him to do well academically. He did have difficulty in two courses that required a great deal of memorization. He had to repeat Microbiology, and he had to take a completion exam for Immunology that allowed him to pass despite failing in class exams. He had a C average in his academic course work, but a A/B+ average on his clinical work. Currently, Bryan is completing clinical electives while applying for Pediatric residency. He needs to pass the second step of the board exams, which involves 9 hours of written questions about clinical topics.

Bryan Messenger Client ID + 410-15-1103 Date of Test: 11/02/2015 1

138 Ewing Street Princeton, NJ 08540

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Bryan believes his strongest abilities are relating to people and seeing different perspectives. Bryan enjoys being outdoors, spending time with family, good food, and photography.

The Dyslexia Center Self-Rating for Attention indicates that Bryan displays few, if any, issues with attention and self-regulation. His previous psychological evaluation in 2011 also ruled out Attention Deficit/Hyperactivity Disorder.

The Dyslexia Center Self-Rating for Vision/Visual Processing indicates that when reading, Bryan loses place often, uses his finger to keep his place, frequently leaves out words, re-reads lines, skips lines, and confuses similar words. When writing, Bryan has trouble lining up numbers, makes mistakes when copying from the board, and has poorly spaced or crooked writing. When using his eyes, Bryans notes the print seems to blur. Bryan also repeatedly confuses left and right, and tends to avoid desk work.

The Self-Rating for Listening/Auditory Processing/Communicating indicates that Bryan hears less well, or is less attentive/productive, in normal-but-busy surroundings; is unusually forgetful of information previously memorized, or of household/school/work routines and responsibilities, despite frequent reminders; has difficulty with phonics; confuses similar-sounding words; is a poor speller who makes errors that are phonetically correct; has problems with speech clarity or articulation, or with grammar, now or in the past; has difficulty reading or writing efficiently; feels the need to ask many extra questions to clarify tasks before starting; often interprets words too literally, becoming confused of suffering hurt feelings; listeners have trouble following train of thought; and he gets the details and facts, but often misses "the big picture" --has a hard time prioritizing or summarizing information.

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BEHAVIORAL OBSERVATIONS

Bryan arrived on time to both testing sessions. He was well-groomed, friendly, and polite. He engaged easily with evaluator, and talked openly about his history of difficulties with school. He appeared calm and relaxed throughout the administration of tests on both days. He showed good attention and task persistence. He appeared motivated to do well, and tolerated frustration well on more challenging tasks.

Bryan worked carefully and slowly, often reviewing his answers before moving on. On timed tasks involving reading or writing, he used the entire allotted time, answering when encouraged to give a response. On the WIAT-III essay subtest, Bryan used the entire 10 minutes and continued to work for an additional 30 seconds to finish. On the WAIS-IV, Bryan's score on the timed subtest of Coding was low compared to his other scores, and contributed to his relatively weak Processing Speed Index score. Other timed tests on the WAIS-IV involved visual-spatial or quantitative reasoning skills, skills that are relative strengths for Bryan. He had no trouble responding quickly to test items on tests that involved visual-spatial or quantitative reasoning. However, he demonstrated significant slowness on tasks that involved reading, spelling, or written expression.

Given his test-taking behavior and attitude, we are confident that the scores reported herein are essentially accurate representations of Bryan's current functioning.

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SUMMARY OF RESULTS

The results of the current evaluation support a diagnosis of Dyslexia, or Reading Disorder. Specifically, his pattern of decoding and encoding written language indicates both difficulty with perceiving and remembering whole words, as well as difficulty integrating symbols and sounds to use rules of phonics for reading and spelling. These patterns of difficulty are referred to as Dyseidetic and Dysphonetic Dyslexia, respectively. The severity of difficulty that Bryan demonstrates is Moderate-to-Severe Dyseidetic dyslexia and Mild-to-Moderate Dysphonetic dyslexia.

In addition to identifying Bryan's specific Reading Disorder, the current evaluation was able to determine Bryan's cognitive strengths and weaknesses. Consistent with his previous psychoeducational evaluation in 2011, Bryan's overall cognitive ability, based on the General Ability Index of 130, was in the Very Superior range, at the 98th percentile. His pattern of cognitive strengths and weaknesses was also the same as reported in his previous evaluation, with his greatest strength being his ability to use nonverbal reasoning and organize visual information, reflected by his scores in the superior range on the Perceptual Reasoning Index. His greatest area of cognitive weakness was on tasks involving speed of mental processing and graphomotor speed, which was reflected by his score in the average range on the Processing Speed Index.

The current evaluation was also able to determine his level of academic achievement in Mathematics, Oral Language, Written Expression, as well as Reading ability. Overall, Bryan performance on tests of academic achievement was in the Average range compared to same-age peers. Given Bryan's real-world academic achievement, as a college graduate who has successfully completed all course work in medical school, these test results demonstrate a disconnect between what Bryan can show on tests and what he can demonstrate through more meaningful ways. He did show areas of great strength on the current evaluation of academic achievement. Specifically, Bryan's Mathematics skills were well Above Average. He also demonstrated strong Oral Language skills. However, Bryan's performance on tests of Reading, Written Expression, and Reading Comprehension and Fluency were all in the Average Range. He demonstrated clinically significant weakness in Basic Reading skills, with composite score in the low end of the Average range. In addition, he demonstrated poor spelling, sentence composition, and grammar and mechanics in composing essays, all at the low end of the Average range. These findings support diagnoses of Reading Disorder and Disorder of Written Expression. The term Dyslexia is often used synonymously with the formal DSM-5 classification of Reading Disorder, and is included in the DSM-5 as an alternate diagnostic label.

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RECOMMENDATIONS

In addition to specific recommendations for remediation of Dyslexia and Disorder of Written Expression, which are included in a separate document, it is recommended that Bryan receive testing accommodations that will enable him to demonstrate his knowledge in a way that minimizes the obstacles created by dyslexia. Dyslexia makes it difficult to read, write, and comprehend written language with accuracy and fluency. This is particularly the case for Bryan, as demonstrated by the current evaluation results. Thus, it will be important that he receive the following testing accommodations:

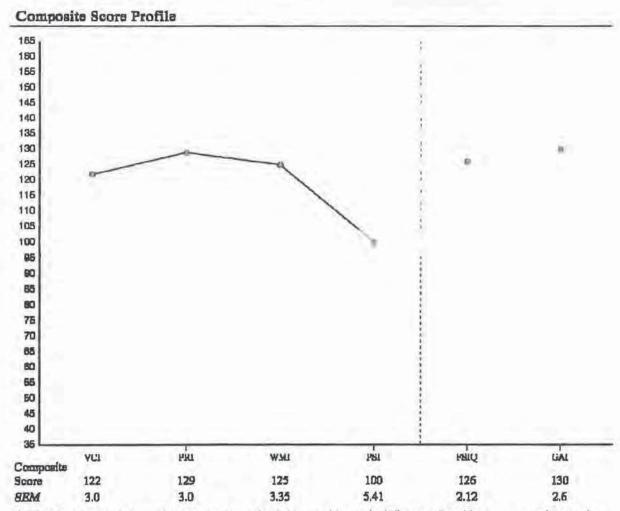
- Bryan should be given extended time (100%, double) to complete tests. His level of
 fluency in reading and writing are below the level that he can demonstrate knowledge.
 During the current evaluation Bryan's pace on timed and untimed tests that involve
 written language indicates that he needs at least double time.
- Bryan's performance during the evaluation also supports accommodation for extra breaks, given the disproportionate mental energy he expends on reading and writing tasks.
- Due to visual-perceptual difficulties contributing to dyslexia, documented in the current evaluation, tools to aid in reading of test items are requested. These can include:
 - o as magnification, highlighting, answer masking and/or a line-reader tool.
 - text-to-speech software or a reader so that test items are presented aurally.
- Due to Bryan's documented Disorder of Written Expression, dictation services (either speech-to-text software or a scribe) should be provided for test responses that require short answer or essay responses.

Bryan Messenger Client ID = 410-15-1103 Date of Test: 11/02/2015 17

138 Ewing Street Princeton, NJ 08540

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Appendix A. WAIS-IV Score Summary



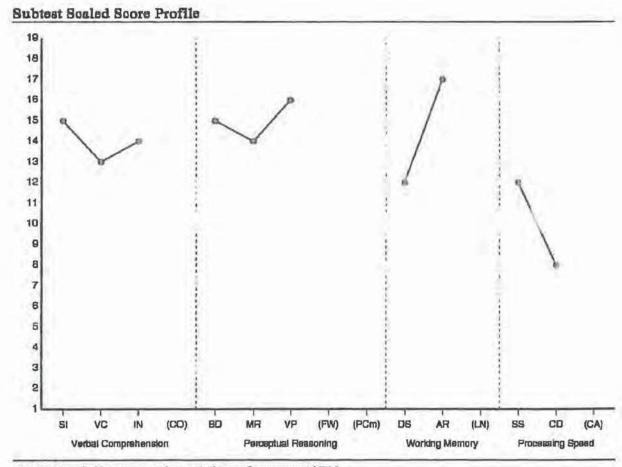
The GAI is an optional composite summary score that is less sensitive to the influence of working memory and processing speed.

Note. The vertical bars represent the standard error of measurement (SEM), SEM values are based on the examinee's age.

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WAIS-IV Score Summary (cont.)



Note. The vertical bers represent the standard error of measurement (SEM).

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WAIS-IV Score Summary (cont.) ANALYSIS

Index Level Discrepancy Comparisons

Comparison	Score 1	Score 2	Difference	Critical Value	Significant Difference Y/N	Base Rate by Overall Sample
VCI - PRI	122	129	-7	8.32	N	31.8
VCI - WMI	122	125	-3	8.81	N	41.5
VCI - PSI	122	100	22	12.12	Y	8.7
PRI - WMI	129	125	4	8.81	N	39.7
PRI - PSI	129	100	29	12.12	Y	3.0
WMI - PSI	125	100	25	12.47	Y	6.0
FSIQ - GAI	126	130	-4	3.68	Υ	23.8

Base Rate by Overall Sample. Statistical significance (critical value) at the .05 level.

Verbal Comprehension Subtests Summary

				Reference Group	
Subtest	Raw Score	Scaled Score	Percentile Rank	Scaled Score	SEM
Similarities	33	15	95	15	1.08
Vocabulary	48	13	84	14	0.79
Information	20	14	91	14	0.90

Perceptual Reasoning Subtests Summary

Subtest	Raw Score	Scaled Score	Percentile Rank	Reference Group Scaled Score	SEM
Block Design	61	15	95	15	0.90
Matrix Reasoning	23	14	91	14	0.90
Visual Puzzles	24	16	98	16	0.95

Working Memory Subtests Summary

				Reference Group	
Subtest	Raw Score	Scaled Score	Percentile Rank	Scaled Score	SEM
Digit Span	32	12	75	12	0.73
Arithmetic	21	17	99	17	0.95

Processing Speed Subtests Summary

	1970			Reference Group	
Subtest	Raw Score	Scaled Score	Percentile Rank	Scaled Score	SEM
Symbol Search	37	12	75	11	1.56
Coding	60	8	25	8	1.20

Bryan Messenger Client ID § 410-15-1103 Date of Test: 11/02/2015 20

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Appendix B. WIAT-III Score Summary

Composite Score Profile 160 155 150 145 140 135 130 125 120 115 110 105 100 95 80 85 80 75 70 85 60 55 50 45 40 Oral Language Total Reading Basic Reading Reading Comp Written Expression Math Math Pluency

Note. The vertical bars represent the confidence interval at 95%.

Composite Score Summary

Composite	Sum of Subtest Standard Scores	Standard Score	95% Confidence Interval	Percentile Rank	Qualitative Description
Oral Language	220	112	105-119	79	Average
Total Reading	363	87	82-92	19	Average
Basic Reading	183	90	85-95	25	Average
Reading Comprehension and Fluency	180	87	79-95	19	Average
Written Expression	308	103	96-110	58	Average
Mathematics	252	128	123-133	97	Above Average
Math Fluency	315	106	99-113	66	Average
Total Achievement	1054	107	104-110	68	Average

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WIAT-III Score Summary (cont.)

Subtest Score Summary						
Subtest	Raw Score	Standard Score	95% Confidence Interval	Percentile Rank		
Listening Comprehension	1	114	104-124	82		
Reading Comprehension	411	102	90-114	55		
Math Problem Solving	68	127	120-134	96		
Sentence Composition	1 1 1	95	85-105	37		
Word Reading	64	94	87-101	34		
Essay Composition		124	113-135	95		
Pseudoword Decoding	35	89	82-96	23		
Numerical Operations	53	125	119-131	95		
Oral Expression	- 1	106	97-115	66		
Oral Reading Fluency	981	78	71-85	7		
Spelling	38	89	83-95	23		
Math Fluency-Addition	45	102	90-114	55		
Math Fluency-Subtraction	47	113	104-122	81		
Math Fluency-Multiplication	33	100	91-109	50		

- Indicates a subtest with multiple raw scores (shown in the Subtest Component Score Summary).

¹ Indicates a raw score that is converted to a weighted raw score (not shown).

Supplemental Subtest Score Summary

Subtest	Raw Score	Standard Score	95% Confidence Interval	Percentile Rank
Essay Composition: Grammar and Mechanics	92	96	84-108	39
Oral Reading Accuracy	353*	68	53-83	2
Oral Reading Rate	220*	79	71-87	8

Cumulative Percentages				
Word Reading Speed	The score is the same as or higher than the scores obtained by 25% of students in the normative sample; 75% of students in the normative sample scored higher than this score.			
Pseudoword Decoding Speed	The score is the same as or higher than the scores obtained by 5% of students in the normative sample; 95% of students in the normative sample scored higher than this score.			

Indicates that a raw score is based on a below grade level item set.

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WIAT-III Score Summary (cont.)

ubtest Score Profile Reading Written Expression Mathema Ural Lang 160 155 150 145 140 135 130 125 120 115 110 105 100 95 90 85 80 75 70 65 00 55 50 45 RC AWF BC BC 8P MPS LC OE **BR8** WR PD ORF NO MFA

'ote. The vertical bars represent the confidence interval at 95%.

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WIAT-III Score Summary (cont.)

Subtest Component Score Summary

Subtest Component	Raw Score	Standard Score	Percentile Rank	Qualitative Description
Listening Comprehension				
Receptive Vocabulary	18	117	87	Above Average
Oral Discourse Comprehension	22	109	73	Average
Sentence Composition				
Sentence Combining	18	99	47	Average
Sentence Building	23	93	32	Average
Essay Composition				
Word Count	184	118	88	Above Average
Theme Development and Text Organization	16	125	95	Above Average
Oral Expression				
Expressive Vocabulary	16	114	82	Average
Oral Word Fluency	47	121	92	Above Average
Sentence Repetition	18	81	10	Below Average

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WIAT-III Score Summary (cont.)

PATTERN OF STRENGTHS AND WEAKNESSES ANALYSIS

Area of Achievement Weakness	WIAT-III	Basic Reading: 90				
Area of Processing Weakness	WAIS-IV	PSI: 100				
Area of Processing Strength	WAIS-IV	PRI: 129				
Comparison	Relative Strength Score	Relative Weakness Score	Difference	Critical Value .01	Significant Difference Y/N	Supports SLD hypothesis? Yes/No
A Processing Strength/ Achievement Weakness	129	90	39	10.95	Y	Yes
B Processing Strength/ Processing Weakness	129	100	29	15.96	γ	Yes

The Dyslexia Center of Princeton

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Appendix C. CLASSIFICATIONS OF SCORES ON STANDARDIZED TESTS

When a new test is developed, it is *normed* on a *sample* of hundreds or thousands of people. The sample should be like that for a good opinion poll: female and male, urban and rural, different parts of the country, different income levels, etc. The scores from that norming sample are used as a yardstick for measuring the performance of people who then take the test. This human yardstick allows for the difficulty levels of different tests. The student is being compared to other students on both difficult and easy tasks. You can see from the illustration below that there are more scores in the middle than at the very high and low ends. Many different scoring systems are used, just as you can measure the same distance as 1 yard, 3, feet, 36 inches, 91.4 centimeters, 0.91 meter, or 1/1760 mile.

PERCENTILE RANKS (PR) simply state the percent of persons in the norming sample who scored the same as or lower than the student. A percentile rank of 50 would be Average – as high as or higher than 50% and lower than the other 50% of the norming sample. The middle half of scores falls between percentile ranks of 25 and 75.

STANDARD SCORES ("quotients" on some tests) have an average (mean) of 100 and a standard deviation of 15. A standard score of 100 would also be at the 50th percentile rank. The middle half of these standard scores falls between 90 and 110.

SCALED SCORES ("standard scores on some tests) are standard scores with an average (mean) of 10 and a standard deviation of 3. A scaled score of 10 would also be at the 50th percentile rank. The middle half o hese standard scores falls between 8 and 12.

		ere are th &&	200 &s. = 1%. & &&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&	2.2.2 2.2.2 2.2.2 2.2.2 2.2.2	222 222 222	3.8.2.8.8.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.	&& &&&&&& &&&&&& &&&&&& &&&&&& &&&&&& &&&&	&& &&& &&& &&& &&& &&& &&&	888 888 888	& &&&&&&	& & &	a &
Percent in each	2.	2%	6.7%	16.	1%	50	0%	16.	1%	6.7%	2,	2%
Standard Scores	-3-	69	70 - 79	80 -	- 89	90 -	109	110-	119	120 - 129	13	0 –
Scaled Scores	1 2	3	4 5	6 7		8 9 10	11	12 13		14 15	16 17	18 19
Percentile Ranks	-	02	03 - 08	09 -	- 24	25	-74	75 -	90	91-97	98	3 -
Wechsler Classification		mely	Borderline	Lo	73.00	Ave	rage	Hig Aver		Superior	- A 1 5 -	erior
WIAT-III Classification	Very Low <55	Low 55 - 69	Below Avera - 84	ge 70		Aver 85 –				ove Average 116 – 130	Super -lor 131- 145	Very Super -lor 146-

Adapted from Willis, J. O. & Dumont, R. P., Guide to identification of learning disabilities (1998 New York State ed.) (Acton, MA: Copley Custom Publishing, 1998, p. 27). Also available at http://alpha.fdu.edu/psychology/test_score_descriptions.htm.

11/13/2015

Printable Score Report | MCAT Score Reporting

MCAT Exam Score Report

Name BRYAN W MESSENGER Verification Code GCRP-6XHD-MHKP-ADHH AAMC ID 12683133 Date of Birth

URL * https://services.aamc.org:443/30/scoreReportingWeb/report/verify
* This report will no longer be able to be venfied after 02/11/2016

In order to verify these scores, you will be directed to create a user name and password. When visiting this page, select "Register for an AAMC Account" to begin this process.

MCAT Exam Scores

Before January 31, 2015

		MCAT Total	al	Physic	cal Sciences	Verba	l Reasoning	Writin	ng Sample	Biologi	cal Sciences
Exam Date	Total Score	Confidence Band -	Percentile Rank of Score 2	Score	Percentile Rank of Score	Score	Percentile Rank of Score	Score	Percentile Rank or Score	Score	Percentile Rank of Score
05/21/2010	25L	23 to 27	49%	09	67%	06	27%	L	1 0%	10	7.6%
09/12/2008	26)	24 to 28	55%	08	55%	0/4	67%	J	196	09	55%
08/14/2007	24L	22 to 26	43%	08	55%	0.	27%	L	10%	10	76%
04/16/2007	24)	22 to 26	43%	10	79%	06	27%	1	196	08	4196

Notes

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11/10/2015

Unofficial Transcripts



Report Results

University of Utah Unofficial Transcript

MESSENGER, BRYAN WELLINGTON

Student ID: 00491865 SSN: XXX-XX

Birthdate:

UNIVERSITY OF UTAH DEGREES

Bachelor of Science

Major in Exercise and Sport Science

Minor in Chemistry

Confer Date: May 02, 2008

Dogree GPA: 3.198

DEGREES AWARDED BY OTHER INSTITUTIONS

UTAH VALLEY UNIVERSITY

OREM, UT

Associate n Science

April 28, 2005

BEGINNING OF UNDERGRADUATE SEMESTER CAREER

TRANSFER UNITS

DIXIE STATE UNIVERSITY

SAINT GEORGE, UT

Accepted units 14.50

UTAH VALLEY UNIVERSITY

OREM, UT

Accepted units 57.00

Fall 2005

BIOL 2420 Human Physiology 4.00 4.00 ESS 2500 Explore Movement Sci 3,00 3.00 ESS 3340 Sport Psychology 3.00 3.00 MATH 1070 Intro Stat Inference 3.00 3.00 B-

Quant Reasoning (Stat/Log)

********************************** Term GPA: 2,838 13.000 13.000

Spring 2006

CHEM 2310 Organic Chemistry I CHEM 2315 Organic Chemistry Lab I 1.00 1.00 B-H EDU 1950 Emergency First Aid 4.00 4.00 A PHYS 2020 General Physics II 4.00 4.00 B PHYS 2025 General Physics Lab II 1.00 1.00 B+

Term GPA: 3.000 14.000 14.000

Summer 2006

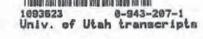
CHEM 2320 Organic Chemistry II 4.00 4.00 C+ 1.00 1.00 B CHEM 2325 Organic Chem Lab II _____

Term GPA: 2.440 5,000 5,000

Fall 2006

3.00 3.00 A-BIOL 2210 Human Genetics

Physical/Life Sci Explor

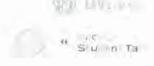


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11/10/2015
                                             Unofficial Transcripts
  BIOL 3510 Biological Chemistry I 3.00 3.00 B
  ESS 3094 Honors Ex Physiology
                            3,00 3.00 B-
    Quantitative Intensive
 Honors Course
ESS 3550 Motor Behavior 3.00 3.00
3.00 3.00 3.00
                           3.00 3.00 B+
  ADV. Phy., Lab
  Term GPA: 2.940
                         15.000 15.000
                Spring 2007
  BIOL 2020 Princ of Cell Biology 3.00 3.00 B
  ESS 2600 Sport-Amer Society
    Soc/Behav Science Exploration
  ESS 3096 Honors Biomechanics
   Quantitative Intensive
    Honors Course
  ESS 3070 Exerc Hith/Cultr Persp 3.00 3.00 C-
    Comm/Wrig & Soc/Bah Sci Explr
  PHYS 3111 Phys of Body II 4.00 4.00 A
                        ------
  ****************
  Term GPA: 3.381
                16.000 16.000
               Summer 2007
  ESS 3092 Kinesiology 3.00 3.00 A
 H EDU 4250 Facilitating Hith Behav 2,00 2,00 A-
  Term GPA: 3,880
                           5,000 5.000
               Fall 2007
 ESS 3551 App Hum Mo Dev Acr Lspn 3.00 3.00 A
  ESS 4670 Aging and Exercise 3.00 3.00 B4
  H EDU 5950 EMT Training
                            9.00 9.00 A
  Term GPA: 3.860
                15.000 15.000
  Dean's List
               Spring 2008
  CHEM 3520 Biological Chamistry II 3.00 3.00 B
  ESS 4900 Promoting PA in Comm
  Diversity
    Service Learning
  MATH 1210 Calculu- I
                         4.00 4.00 B+
   Quant Reas (Math & Stat/Log)
  Term GPA: 3.100
                          12.000 12.000
  -----CAREER SUMMARY-----
  Cumulative GPA: 3.198
  Cumulative GPA Units: 95,000
  Units Enrolled: 95.000
  U of U Units Earned:
                               95.000
  Total Transfer Units:
                              71,500
  Total Test Credit:
                                0.000
  Total Other Credit:
                               0.000
 -----
  Cumulative Units
        END OF UNDERGRADUATE SEMESTER CAREER
```

11/10/2015

Utah Valley University - UVLInk







Bryan W. Messenger Nov 10, 2015 02:02 pm

Display Transcript

i This is NOT an official transcript. Courses which are in progress may also be included on this transcript.

Transfer Credit Institution Credit Transcript Totals

Transcript Data

STUDENT INFORMATION

Bryan W. Messenger

Curriculum Information

Current Program

College:

Call Technology and

Computing

Major and Department:

Emergency Services,

Emergency Services

Major Concentration:

Firefighter/Emergency

Care

***Transcript type:U is NOT Official ***

DEGREES AWARDED

Graduated: Associate in

Degree Date:

Apr 28, 2005

Curriculum Information

Science

Primary Degree

Major: Individualized

TRANSFER CREDIT ACCEPTED BY INSTITUTION -Top-

Dixie State University

Subject	Course	Title	Grade	Credit Hours	Quality Points	
BIOL	1010	General Biology BB	TC	2.000		0.
BIOL	1020	General Biology Lab	TC	1.000		0.
DT	1040	C A D - Autocad	TA-	4.000		0.
EL	1900	General Elective	Ta	0.500		0.
EL	1900	General Elective	TA	3.000		0.
MATH	1100	Intro To Calculus MM	TC	3.000		0.
PES	1350	Golf I GE	TA	1.000		0.
		Attempt Passed	Earned		Quality GPA	

11/10/2015

Utah Valley University - UVLink



Utali TestEd · Edward A. Martinelli, Jr., Ph.D. - Licensed Psychologist

Psycho-Educational Evaluation Summary CONFIDENTIAL

Name:

Messenger, Bryan

Date of Birth:

Chronological Age: 30 years months
Report Date December 23, 2011
Grade: College Graduate

Examiner:

Edward A. Martinelli, Jr., Ph.D. (UT #5960330-2501)

ASSESSMENT PROCEDURES

Initial Interview: December 20, 2011
Wechsler Adult Intelligence Scale – 4th Edition (WAIS-IV)
December 2, 20 1

Woodcock-Johnson Psycho-Educational Buttery, 3rd Edition (WJ-III):

Tests of Achievement December 22 011
Hawthorne Adult Attention Deficit Disorders Evaluation Scale (A-ADDES): December 2, 2 1
DSM-IV Attention-Deficit/Hyperactivity Disorder Criteria Review December 0, 201

REFERRAL OUESTION

An assessment for possible learning disorders was undertaken due to Bryan's concerns that his difficulties with rending and timed tests may affect his measured performance in medical school

BACKGROUND

Educational History:

Bryan is a married 30 year-old Caucasian male who is entering medical school in January 2012. He could not remember being tested for learning difficulties, but had placed in resource classes for reading problems from the 2nd to 10th grades. He was never held back a grade. He described English and history as his most difficult courses and math as his easiest. He also described difficulty with memorization. He graduated from high school in 2000 and then attended Dixie State College, Utah Valley State College (where he received an Associate's Degree), and finally graduated from the University of Utah in 2008 with a Bachelor's degree. He reported a college GPA of 3.2. He did not receive services in college, but described working longer and harder than others to succeed. He took the MCAT four times and received scores of about 26-27. He had hoped for score more towards a 30. He stated that the verbal reasoning and essay sections "killed me." He reported that on a scale of 1-15 on the Verbal Reasoning, he received a 6-9 and was at the bottom of the essay sections

Family History.

Bryan is the third of five boys. He reported that a younger brother had been diagnosed with ADD and with a mild form of autism. None of his siblings has been treated for emotional concerns. His mother and father both graduated from college, his mother received a bachelor's degree and his father, now

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deceased, received a master's degree. Neither parent had any learning or emotional concerns according to his report.

Medical/Psychological History;

Bryan's medical history was unremarkable. He denied any complications with his pregnancy, and no delays meeting developmental milestones. He denied any high fevers, seizures, serious fall concussions, or head injuries growing up. He also denied any serious illnesses, medical problems, or prolonged hospitalizations. He denied any current medical conditions or emotional concerns that might affect his learning. He denied ever being treated for emotional concerns, taking any medications currently, any substance abuse, or exposure to toxic materials.

CAVEAT

Results of psychological testing should always be regarded with caution. Situational and environmental factors may influence an individual's responses and performance. Items may produce findings that reflect current variables more accurately than enduring traits and abilities. Because of a) limitations of scientific and psychological methodology, b) Intervening variables, and c) human factors such as adaptability, maturation, and the capacity for change it is impossible to make absolute predictions about future behavior, abilitles, or prognosis. Given the above the results of this assessment should not be considered valid into the indefinite future, especially beyond one year.

PRE-ASSESSMENT AND RELEVANT OBSERVATIONS

Pre-assessment: On the pre-assessment Learning and Attention Concern Survey he endorsed 50% or more of the items in the following concern areas: Reading Concerns, Writing Concerns, Spelling Concerns, and Speaking Concerns.

Behavioral Observations; Bryan was pleasant and cooperative throughout the administration. His level of conversational proficiency was typical for someone his age. He generally appeared attentive to the tasks at hand. Bryan was careful with his responses. He was persistent in working with difficult tasks. His level of activity was typical for someone his age. He appeared comfortable and at ease during the administration of the measures. This administration appears to be a valid and reliable measure of his current abilities. No other significant behaviors were observed, except as noted on the individual tests.

TEST RESULTS AND INTERPRETATION Wechsler Adult Intelligence Scale - Fourth Edition (WAIS-IV):

Index	Score	Range	Description	Index	Score	Range	Description
Verbal Comprehension	120	114-125	Superior	Perceptual Reasoning	131	123-136	Very Superior
Working Memory	119	111-125	High Average	Processing Speed	97	89-106	Average
FSIQ	123	118-127	Superior	GAI	130	124-134	Very Superior

Index Level D	iscrepancy	Compariso	ns			
Comparison	Score I	Score 2	Difference	Critical Value	Significant Difference	Base Rate
VCI - PRI	120	131	-11	8.32	Y	21.6
VCI - WMI	120	119	1	8,81	N	48.1
VCI - PSI	120	97	23	12.12	Y	8.0
PRI WMI	131	119	12	8.81	Y	18.4
PRI PSI	131	97	34	12.12	Y	1.3
WM1 - PS1	119	97	22	12.47	Y	8.3
FSIQ - GAI	123	130	-7	6,58	Y	8.1

Verbal Comprehe	ension Subtests Sum.	mary
Subtest	Scaled Score	Percentile Rank
Similarities	14	91
Vocabulary	13	84
Information	14	91

Perceptual Reasonir	y Subtests Summ	Bry
Subtest	Scaled Score	Percentile Rank
Block Design	15	95
Matrix Reasoning	14	91
Visual Puzzles	17	99

Working Memor	y Subtests Summary	
Subtest	Scaled Score	Percentile Rank
Digit Span	8	25
Arithmetic	19	99.9

Processing Speed	Subtests Summary	
Subtest	Scaled Score	Percentile Rank
Symbol Search	9	37
Coding	10	50

Subtest Level Discrepancy	Compari	sons			
Subtest Comparison	Score 1	Score 2	Difference	Critical Value	Significant
Digit Span - Arithmetic	8	19	-11	2.57	Y
Symbol Search - Coding	9	10	-1	3.41	N

Compusite Score Summaries

Administration of the Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV) on December 20, 2011 yielded a Full Scale IQ score of 123 ± 4 that corresponds to the Superior range and the 94th percentile. Overall, the indexes that contribute to the FSIQ were tightly related to the overall composite score, except for Processing Speed which was two standard deviations below the mean. His General Ability Index, a composite summary measure less sensitive to the Influences of working memory and processing speed, was 130 (98th percentile) and in the Very Superior range.

His Verbal Comprehension Composite Scale score of 120 (91st percentile) was in the Superior range. This is a measure of verbal concept formation, verbal reasoning, and knowledge acquired from one's environment. His Perceptual Reasoning Composite Scale score of 131 (98st percentile) fell in the Very Superior range. This is a measure of perceptual and fluid reasoning, spatial processing, and visual-motor integration. Emphasis is placed on analysis, synthesis, and nonverbal reasoning. His Working Memory Composite Scale score of 119 (90st percentile) was in the High Average range. This is a measure of the ability to temporarily retain information in memory, perform some mental operation on, or manipulation of, it and produce a result. Working memory involves attention, concentration, mental control, and reasoning. Finally, his Processing Speed Composite Scale score of 97 (42st percentile) was in the Average range. This is a measure of the ability to quickly and correctly scan, sequence, or discriminate simple visual information. It also measures short-term visual memory, attention, and visual-motor coordination. The subtests that contribute to thi index are not measures of simple reaction time or simple visual discrimination, as cognitive decision-making or learning components are involved in these tasks.

Index-Level Discrepancy Camparisons

There were significant differences between the VCI-PRI, VCI-PRI, PRI-WMI, PRI-PSI, WMI-PSI and FSIQ-GAI indexes, and all but the differences between VCI-PRI and PRI-WMI were statistically meaningful. This means that while there were differences between the aforementioned indexes, the VCI-PSI, PRI-PSI, WMI-PSI, and FSIQ-GAI differences were uncommon in the normative sample. This indicates both the well-developed Perceptual Reasoning skills and intra-individual weakness in Processing Speed that Bryan has There was a significant difference between the Digit Span and Arithmetic subtest score, and this difference was meaningful, which appears to be indicative of his difficulty to respond to the items after one exposure to the stimulus and Bryan's well-developed mathematical skills.

Strengths and Weaknesses

Amongst the various subtests, Bryan showed significant strength in the Arithmetic and Visual Puzzles sections, and these were large differences, given that less than 1% and 5-10% of the normative sample showed a similar or greater difference, respectively. However, the Digit Span, Symbol Search, and Coding subtests were of particular weakness, and only 1-10% of the normative sample had a greater difference on the first two scales listed, but nearly 15% of the normative sample had a greater difference on the Coding subtest from the overall scaled score.

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Behavioral Observations

isability Services

There were not many particularly notable behavioral observations on the WAIS. Two things of note emerged as Bryan completed the test. First, as items became more difficult, they tended to take more time. Second, on the Digit Span subtest, Bryan scored lowest on the Digits Backwards task, but of those he missed, he had all the right digits, but didn't get them in the right order.

Woodcock-Johnson III Tests of Achievement (WJ-III):

Age-based norms

Cluster	SS	95% Confidence Interval	Percentile Rank	Classification
Achievement Clusters				
Total Achievement	103	100-107	59	Average
Oral Language Standard	118	107-129	89	High Average
Broad Reading	94	92-97	35	Average
Basic Reading Skills	91	88-93	27	Average
Broad Math	122	117-128	93	Superior
Math Calculation Skills	127	120-135	97	Superior
Broad Written Language	99	96-103	48	Average
-Written Expression	106	97-115	65	Average
Academic Skills	103	98-107	57	Ачетаде
Academic Fluency	94	90-98	35	Average
Academic Applications	114	107-121	83	High Average
Phoneme/Grapheme Knowledge	91	87-96	29	Average

Grade-based norms (16.0)

Cluster	SS	95% Confidence Interval	Percentile Rank	Classification
Achievement Clusters				
Total Achievement	95	90-100	36 th	Average
Oral Language Standard	115	100-129	84 ^{sh}	High Average
Broad Reading	83	77-88	12 th	Low Average
-Basic Reading Skills	80	82-96	24 th	Low Average
Broad Math	119	112-125	89 th	High Average
-Math Calculation Skills	119	111-127	90 th	High Average
Broad Written Language	89	82-96	24 ^{sh}	Low Average
Written Expression	98	88-108	44th	Average
Academic Skills	95	89-101	38 th	Average
Academic Fluency	78	71-85	7 th	Low
Academic Applications	112	103-120	78 th	High Average
Phoneme/Graphente Knowledge	80	74-87	10th	Low Average

WJ-III Summary:

The Woodcock-Johnson Psycho-Educational Battery consists of two batteries, achievement and cognitive abilities. Each battery is composed of between 10-22 subtests yielding information across a wide variety of areas. General ability and achievement scores are supplemented with cluster scores to give a comprehensive look at an individual's overall abilities. Subtests are comprised of timed and untimed items, typically increasing in difficulty. Individual scores are compared to others the same nace.

Both age- and grade-based norms were evaluated due to the differences in reported scores as individuals age past 30 years old. Bryan's age-based scores are all in the average range, although his basic reading scores are at the low end of the average range due to low average scores in Reading Fluency and Word Attack. His Spelling and Spelling of Sounds scores were also at the low end of the average range, indicating that Bryan likely has difficulty with phonemes and graphemes, the basic building blocks of reading skills. His auditory memory and math skills were well developed, being in the high average to superior range, respectively.

However, on Bryan's grade-based norms he scored almost a standard deviation lower than his agebased scores. This may be helpful in understanding his reported difficulties and how he may experience his academic work compared to the others he will be in classes with. It also lends some explanation as to why he was diagnosed with reading problems as a child. In these scores, Bryan showed difficulties in both reading and writing. His reading scores were at the low end of the low average range, and his writing scores were at the high end of the low average range. His math scores remain elevated and consistent with his cognitive abilities.

Bryan showed difficulties in the his approach to the Letter-Word Identification subtest that suggests a "sight-reading" approach where he has learned to recognize words rather than sound them out. This was evidenced by his reading "conspicuous" as "suspicious," "ubiquitous" as "ambidextrous," and "indissolubly" as "indissoluble," It did not appear that these errors were due to a cavalier approach to the items, since he took considerable time (5-10 seconds) before giving his response. On the Reading Fluency subtest Bryan was slower in his approach and it was evident that he had to read a number of items twice before responding and even then had at least two items that he had to go back and correct. During the Story Recall subtest, custodial personnel entered the outside offices and started vacuuming, but this seemed to present no difficulties as this was his strongest subtest.

Bryan's muth subtests were all very strong and even in the untimed Calculation subtest he only took about 15 minutes to complete the items and scored in the superior range compared to his age- and grade- peers. He was unable to complete the last two sets of the Spelling items. Overall, his approach was very similar to his peers except that he moved slower on reading tasks, and had difficulty with spelling items.

Hawthorne Adult Attention Deficit Disorders Evaluation Scale (A-ADDES):

Bryan filled out the Self-Report version of the A-ADDES. The A-ADDES is a rating scale with agebased norms used to provide further documentation of Attention-Deficit/Hyperactivity Disorder. It has three forms or versions: Self-Report, Home, and Work. Scores are based on a 20 point scale with a mean of 10 and a standard deviation of three. A score below seven represents an attentional concern, while a score below four represents a serious attentional concern. On the Self-Report version Bryan scored a 10 for the Inattentive subscale and a 12 for the Hyperactive-Impulsive subscale. His scores indicated no significant attention difficulties.

DSMIV Attention-Deficit/Hyperactivity Disorder Criteria Review:

A review of the criteria listed in the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders (DSMIV-TR) indicated that Bryan does not meet the criteria for Attention-Deficit/Hyperactivity Disorder. He did not endorse but one of the childhood symptoms and did not endorse any current difficulties.

CONCLUSION

Bryan came in because of concerns he had about his entrance into medical school, given his prior history of receiving resource services in elementary and junior high school. He also was disappointed with his MCAT scores which were below average and lower than he expected his abilities to be While not having used services in college, he described himself as working harder and longer than others to get through school

Bryan's cognitive ability scores were well developed, except for processing speed which was in the average range. Most of his scores were in the High Average to Superior range, with some scores in the Very Superior range. He did not appear to have any attention or emotional concerns that would affect his abilities.

Bryan's achievement scores, however, were more in the average to high average range with his reading scores in the low end of the average range compared to his same-age peers. His math scores were well developed. His spelling and phonetic skills were depressed compared to his other scores. On grade-based norms, his scores dropped about one standard deviation from his age-based scores and more pointedly indicate the difficulties with reading and spelling.

There are two ways of looking at Bryan's scores to discern whether there is a specific learning disability present. One way is through the discrepancy model, where substantial differences between one's cognitive abilities and achievement scores demonstrate significant learning issues. Bryan meets criteria for the discrepancy model with the difference between his cognitive ability scores and his reading scores being two standard deviations. The other way of looking at the scores is through an average person-model where average or higher cognitive abilities are compared to achievement scores which must fall below the average range to demonstrate a learning difficulty. Bryan is close to meeting criteria for an average-person model for Basic Reading Skills and Phoneme/Grapheme Knowledge on age-based norms. Given that it is harder for a person over 30 to show substantial deficits in achievement areas while still in school (since peers are slosing" abilities having been out of school for so long, while the individual is continuing to gain or hold on to skills while they are still in the academic environment), it is sometimes helpful to look at grade-based norms. Grade-based norms simply confirm the difficulties that were seen and highlight the nearly two to three standard deviation difference between Bryan's cognitive abilities and his academic achievement

Some may wonder if he would meet the description of a "bright LD", where the differences are present for a discrepancy model diagnosis, but the achievement scores demonstrate above average abilities. This does not appear to be the case for Bryan in areas of reading, since his scores are at the low end of the average range, not higher. While Bryan also has similar scores with writing, these appear to be best explained by difficulties with spelling. Difficulties with spelling are insufficient to diagnose a writing disorder (per DSM-IV-TR description) and there appeared to be no other issues related to writing to justify a diagnosis of Disorder of Written Expression.

Consequently, it is the evaluator's determination that given all the data points that show past and current difficulties with reading, particularly as the vocabulary and information become more novel and difficult, that Bryan does need the criteria and description for a Reading Disorder

DIAGNOSIS

315.00 Reading Disorder

FUNCTIONAL LIMITATIONS

Bryan is likely to experience significant difficulties with reading and spelling, particularly as words become more new and difficult for him. His reading speed is likely to be affected as well and he may need more time to move through print material. It does not appear that he will be unable to process the information, but it may take longer for it to be encoded.

RECOMMENDATIONS

It is initially recommended that Bryan meet with cumpus disabilities officials in order to discuss the results of this assessment and to set up potential appropriate accommodations. The following recommendations may be open to Bryan because of his diagnosis. These specific services may be available through a university disability office.

- Textbooks on tape or seanned books. This will allow him to have the added input of hearing the words he reads as he follows along in the textbook.
- Volunteer note-takers. This service gives him the opportunity of double-checking the accuracy of the class notes that he does take with someone else's notes.
- Extra time un tests. It is recommended that he be allowed to have additional time in order to take tests. In his specific situation, it is recommended that he be given time and a half.
- Use of a digital recorder in taping fectures. It is recommended that he be allowed to tape fectures for later playback to allow for completing notes that may be affected by his processing speed.

- Copies of overhead transparencies and/or PowerPoint presentations, it is recommended
 that he be given copies ahead of time to facilitate reading the material and/or taking notes on
 the material that would be hampered by his difficulties in reading the material or in taking
 notes.
 - Reader for tests. Due to the functional limitations of the disabling condition, the student
 will need tests administered by a reader or in a comparable audio format (taped). This is not
 meant to provide explanations of the material; it is simply to put the material in an audio
 rather than visual format.
- Letters to professors. It may be of assistance to let his professors know of his disability. In order to do so he will need to sign a specific "Release of Information" form (available through a University Accessibility or Disability Centers for each specific teacher, class, and semester.

The following recommendations are items that Bryan may consider in order to assist with his academic concerns, and represent activities that he can do. It should be noted that the areas represent coping mechanisms that he may have already developed in order to manage the concerns behave expressed.

- Be pro-active. Communicate with your teachers when you do not understand
- Remember you may need more time than others to do your work. Consider taking a limited number of classes each semester so you can devote more time to each class.
- Register for sections of courses that have a lower teacher/student ratio to allow for
 greater individual contact with the teacher and other students. Consider sitting close to
 the instructor and working with study groups outside of class.
- Where possible, tape record in-class lectures for your own personal review. Use a tape recorder with a counter so you can write down the tape number of the important parts of the lecture.
- Try to experience information in two or three different formats to increase your understanding.
- Remember it may take you longer to write papers or do essay exams. Learn strategies that help make writing more efficient, such as, outlining responses and organizing thoughts before beginning to write.
- Find study areas that are as free as possible from distractions.
- Improve your time management. Try a day planner or a "to do" list. Find a system that works best for you.

- Review your basic writing skills (spelling, punctuation, capitalization, writing speed etc.)
 through taking a class or workshop on the subject.
- Become acquainted with computer assisted technology and software (such as a spell-checking, or grammar-checking programs).
- Get a personal tutor for specific courses.
- Work in study groups or with others to facilitate working "smarter not harder".

Edward A. Martinelli, Jr., Ph.D.

Licensed Psychologist Utah License UT #5960330-2501



Score Report

Examinee Name Bryan Messenger Examinee ID 11-34 Date of Birth

Gender Male Race/Ethnicity White

Date of Report 12/22/2011 Grade 16 Home Language English Handedness Right

Examiner Name Edward Mart ne'll

Test Administered WAIS-IV (12/20/2011) Age at Testing 30 years months

Retest No

WAIS-IV Comments

Composite Score Summary

Scale	Sum of Scaled Scores	Comp		Percentile Rank	95% Confidence Interval	Qualitative Description	
Verbal Comprehension	41	VCI	120	91	114-125	Superior	
Perceptual Reasoning	46	PRI	131	98	123-136	Very Superior	
Working Memory	27	IMW	119	90	111-125	High Average	
Processing Speed	19	PSI	97	42	89-106	Average	
Full Scale	133	FSIQ	123	94	118-127	Superior	
General Ability	87	GAI	130	98	124-134	Very Superior	

Confidence Intervals are based on a CO rail or rage SEMs. Values reported in the SEM column are based on the examinee's

age. The GAI is an optional composite stumin in score that is less sensitive to the influence of working it entory and processing speed. Because working memory and processing speed are vital to a comp. It is visit in visit noted that the GAI does not have the breadth of construct coverage as the

Version 1.0.0

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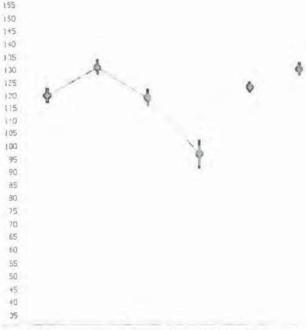
Bryan Messenger Page 1 of 5

WAIS-IV

| VCI | PRI | WMI | PSI | PSIQ | GAI | 165 - 160 | 155 | 150 | 145 | 140 |

Composite Scores and Standard Error of Measurement

Composite	Score	SEH
VCI	120	3
PRI	131	3
WMI	119	3.35
PSI	97	5.41
FSIQ	123	2.12
GAI	130	2.5



The crossilian represent the condard error of measurement [7] 3f)

Analysis

Index Level Discrepancy Comparisons Critical Significant Value Difference Base Rate Overall Sa ple Comparison Score 2 Difference .05 Y/N Score 1 VCI - PRI 120 131 -11 8,32 VCI - WMI 120 119 1 8.81 N 4 VCI - PSI 120 97 23 12.12 PRI - WMI 12 1 4 131 119 8.81 13 PRI - PSI 131 97 34 12.12 WMI - PSI 97 22 12.47 Y 83 119 FSIQ - GAI 123 130 -7 6.58 B.1

Buse rate by overall sample

Stanibeal aignificance (entire) value) at the .05 level.

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Dryan Messenger Page 2 of 5

77	WAIS-IV
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Subtest

Subtest Similarities Vocabulary Information	32 46 19	14 13 14	91 84 91	Scaled Score 14 13 14	1.08 0.79 0.9
erceptual Reasoning S	Raw Score	Scaled Score	Percentile Rank	Reference Group Scaled Score	SEM
	Raw	Scaled	The state of the s		<i>SEM</i> 0 9
	Raw Score	Scaled Score	Rank	Scaled Score	

Scaled	Percentile	Reference Group	
Score	Runk	Scaled Score	SEM
9	37	9	1.56
	9	9 37	9 37 9

25

99.9

Score

8

19

Subtest Level Discrepancy Comparisons

Digit Span

Arlthmetic

Score

25

22

Subject Comparison	Score 1	Score 2	Difference	Critical Value	Significant Difference	Base
Digit Span - Arithmetic	8	19	-11	2.57	700	0
Symbol Search - Coding	9	10	-1	3.41	N.	40.1

Statistical aigmificant c n v no) title 05 level

SEM.

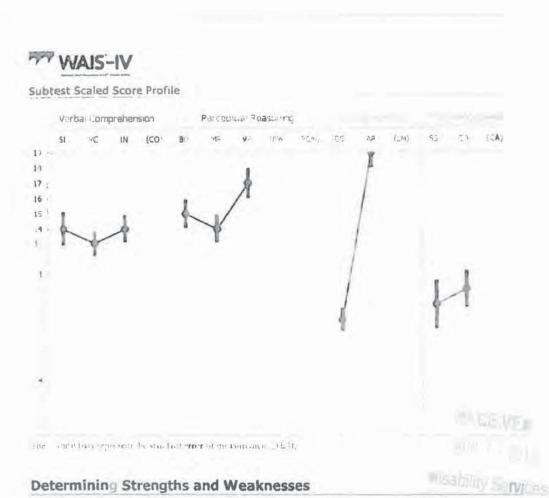
0.73

0,95

Scaled Score

8

19



Determining Strengths and Weaknesses

Differences Between	Subtest and	Overall Mean	of Subtest Scores
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Subtest	Subtest Scaled Score	Mean Scaled Score	Difference	Critical Value	Strength or Weakness	Base Rate
Block Design	15	13 30	1.7	2.85		>25%
Similarities	14	13.30	0.7	2.82		>25%
Digit Span	8	13.30	-5.3	2.22	·W	1-2%
Matrix Reasoning	14	13.30	0.7	2.54		>25%
Vocabulary	13	13.30	-0.3	2.03		>25%
Arithmetic	19	13.30	5.7	2.73	5	<196
Symbol Search	9	13 30	-4.3	3.42	W	5-10%
Visual Puzzles	17	13.30	3.7	2.71	S	5-10%
Information	14	13.30	0.7	2.19		>25%
Coding	10	13.30	-3.3	2.97	W	15%

Overall: Mean = 13.3, Scarter = 11, Base rate = 4.2

Base Rate for Intersubtest Scatter is reported for 10 Full Scale Subtests

Statistical significance (critical value) at the .05 level.

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Bryan Wessenger Page 4 of 5

WAIS-IV

Process Analysis

Perceptu I Reasoning Pr	ocess Score	Summary		
Process Score	Raw Score	Scaled Score	Percentile Rank	SEM
Block No Time Bonus	48	14	91	09

Working Memory Process Score Summary

Process Score	Raw	Scaled Score	Percentile Rank	Base Rate	SEM
Digit Span Forward	9	8	25		1.44
Digit Span Backward	7	8	25	44	1.2
Digit Span Sequencing	9	10	50	79	1,34
Longest Digit Span Forward	6		4.0	82.5	
Longest Diglt Span Backward	4			90	
Longest Digit Span Sequence	6	++	14	68.5	

Process Level Discrepancy Comparisons

Process Comparison	Score 1	Score 2	Difference	Critical Value .05	Significant Difference V / N	Basa Rate
Block Design - Block Design No e Ba u	15	14	1	3.08	100	21.5
Digit Span Forward - Digit Span Bac ward	8	8	0	3.65	'N'	
Digit Span Forward - Digit Span Sequing	В	10	-2	36	-W	31.7
Digit Span Backward - Digit Span Seque. Ing	8	10	-2	3.56	19.	28
Longest OS Forward Longest DS Backwird	6	4	2	-	100	57
Longest DS Forward - Longest DS Sequence	6	6	0	-	1000	
Longest DS Sockward - Longest D Sequence	4	ō	-2		1.0	33

Statistical agrificance femilial value of the letter

Summary and Score Repo 11-34, Bryan December 22, 2011	ort						Pa	ge Z
TABLE OF SCORES Woodcock-Johnson III No WJ III NU Compuscore an Norms based on grade 16	d Profiles	Prag	gram, Ve		mant (F	ārm A)		
GLUSTER/Tes	Raw	W	GE	EASY 10	DIFF	RPI	\$\$ (95% Buna)	PR
ORAL LANGUAGE (Std.		19	-18	11 0	-18.0	95/90	115 (100-,29)	11
BRIEF ACHIEVEMENT		-41 536	13 0	10.6	15 4	73 90	90 (85-9-	2
BROAD READING BROAD MATH BROAD WRITTEN LANG		526 557 520	9 7 -18 0 13 0				77-8 × 1212-	
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Letter-Word Identification Reading Fluency Story Recall Understanding Directions Calculation Math Fluency Spelling Writing Fluency Passage Comprehension Applied Problems Writing Samples Word Attack Spelling of Sounds	65 50 42 431 43 26 41 57 17-5 22	514 582 522 526 523 534 568	6 6 5 13 0 13 0 18 0 14 8 9 3 9 9 18 0 > 18 0	5 8 - 8 0 9 1 6 8 7 0 13 0 -18 0 13.0 3 4	# 7 -11 0	19/90 98/90 88/90 100/90 88/90 42/90 79/90 95/90 98/90 94/90 25/90 81/90	70 (64 76) 137 (116-157) 97 (83-111) 124 (115-133) 97 (92-103) 83 (76-90) 91 (80-103) 106 (95-116) 111 (102-119) 106 (94-118) 77 (70-84) 90 (77-103)	9: 4 9: 4 1. 2 6: 7: 6
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Disability

Summary and Score Repo	d and a second					Page 2		
11-34 Bryan December 22, 2011								*
TABLE OF SCORES Woodcack-Johnson III No WJ III NU Compuscore ar Norms based on age 30	rmalive L nd Profiles	Ipdate 2 Prog	Tests o	of Achiev ersion 3	vement (Fo	irm A)		
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448-17-2014

Disability Services

Application

Bryan Messenger 0-943-207-1



UNITED STATES MEDICAL LICENSING EXAMINATIONS (USMLE) CERTIFICATION OF PRIOR TEST ACCOMMODATIONS

April 8th, 2014 Page 2 Re: Bryan Massenger

CV. Rey, Ph.D.
DEAN OF STUDENTS
B. George's University
University Center, True Dies,
B. George's, Orygods, West Inches

Brian Messenger was tested for a Reading disorder by Edward A. Martinelli, Jr., Ph.D., Licensed Psychologist Utah License UT#5960330-2501.

It was recommended that Bryan Messenger be allowed extra time. Therefore, St. George's University has provided him with extra time on all exams including the standardized examinations of the University.

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